

## Like me

Use this strategy early in a session to help participants get to know one another and build group unity and rapport.

### PROCESS

- Participants move chairs back from tables so it will be easy to stand if appropriate.
- Name categories like “My work is done at the elementary level” or “I have been in this district five or more years,” or “I am a principal,” or “I am typically up before 6 a.m.”
- As people stand, remind them to look around and see who else is also in that group.
- Finally, make the category “other” for roles. (In other words, if your role has not been called, please stand.) The facilitator asks standing members to state their roles.

### ALTERNATIVES

- For parent groups, change the prompts. (My first child in this school, I attended this school, I speak a language other than English.)

### NOTES AND APPLICATIONS

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### TIPS

- Because this strategy is done as an inclusion activity when you do not yet have a relationship with the group, it is important to state the multiple purposes of inclusion activities like this. They include setting norms of participation, focusing mental energy inside the room, answering the question “Who am I in relation to others in the room?” and beginning the journey from an aggregate of individuals to a group.
- The category “other” is essential. People feel left out if their role is not acknowledged.
- Do not ask participants to say “Like me” when they stand. Perhaps this is appropriate for elementary children, but it is embarrassing for adults.

**Source: Garmston, R.J. & Wellman, B.M. (2009).** *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers. Reprinted with permission.